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ABSTRACT

This bulletin prescribes the minimum course content for all physical education programs in the public schools of Alabama and is the basis from which physical education programs are developed by local education agencies. The document contains the following sections: (1) curriculum trends in physical education; (2) a conceptual framework for the K-12 physical education program; (3) the minimum required content for physical education programs for grades K-2, 3-6, 7-8, and the required course taken in grade 9 or 10; (4) elective courses in physical education; (5) the federal and state laws and the Alabama State Board of Education resolutions related to physical education; and (6) characteristics of an effective physical education program. In the section on minimum required content, the physical conditioning and sports skills for each grade level are outlined and expected student outcomes are detailed. Appendixes include a glossary of terms; time requirements for subject areas; and notes on study habits, homework, and student responsibility. (JD)

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Alabama Course Of Study
PHYSICAL EDUCATION

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MONTGOMERY, ALABAMA 36130

BULLETIN 1989, NO. 25

SP 032 838

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Alabama Course Of Study
PHYSICAL EDUCATION

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State Superintendent of Education
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MONTGOMERY, ALABAMA 36130
BULLETIN 1989, NO. 25

ALABAMA COURSE OF STUDY
PHYSICAL EDUCATION

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PREFACE

The Alabama Course of Study: Physical Education prescribes the minimum course content for all physical education programs in the public schools of Alabama. It is the basis from which physical education programs are developed by local education agencies.

The Alabama Course of Study: Physical Education has four major components.

1. Curriculum trends in physical education are summarized, and resulting implications for teachers and students are described (pp. 2-4).

2. The minimum required content for physical education programs comprises the major portion of the document (pp. 5-61). Content is described as "student outcomes," i.e., that which students are expected to learn as a result of instruction.

3. The state and federal laws and the Alabama State Board of Education resolutions related to physical education are summarized to emphasize compulsory program components (pp. 63-66). Characteristics of exemplary physical education programs are listed to guide future program improvements (pp. 67-68).

4. Documents required by state board of education resolution and related to courses of study in all subject areas are contained in the appendices.

The development of state courses of study is required by law (Code of Alabama, Title 16, Chapter 35, Section 1). The content of the Alabama Course of Study: Physical Education was adopted by the Alabama State Board of Education on May 11, 1989. Local education agencies are expected to develop local curriculum plans inclusive of the state-prescribed content, but designed to meet the needs of their specific student populations.

INTRODUCTION*

Physical Education is an integral part of the total school curriculum. A comprehensive physical education program encompasses development in the psychomotor, cognitive, and affective domains. Through the medium of movement, students develop desirable behaviors in each of the domains. Unique contributions associated with the discipline of physical education include the following:

1. Attainment of knowledge related to lifetime fitness concepts and methodologies (cognitive development).
2. Development of movement skills and competencies needed for a lifetime of activity (psychomotor development).
3. Acquisition of cooperative, competitive, leadership, and followership skills (affective development).

Research substantiates the value of physical activity in attaining and maintaining functional health. The positive impact of physical activity has been documented in the areas of skeletal growth, cardiovascular efficiency, weight control, muscular development, and the delay in the onset of certain degenerative diseases. In spite of the available knowledge related to the importance of physical activity, America's children and youth generally display sedentary, inactive life styles. The most logical place within the school environment to instill concepts and skills needed to develop and maintain a physically active life style is the physical education program.

A sequentially-based approach to teaching physical education needs to emphasize the development of concepts, fitness, skills, and the effect of each of these on the others. This approach provides activities based on sound physiological principles, incorporates skills instruction and fitness development, and has the potential for developing both skillful and fit movers. Neither skill development nor fitness development is emphasized at the expense of the other.

The primary goal of all education is the development of the total individual. Skills, knowledge, and attitudes acquired through a comprehensive physical education program serve to develop and maintain health and to enhance the quality of life.

*The statements on this page were taken in large part from documents prepared by the Alabama State Association for Health, Physical Education, Recreation, and Dance and are endorsed heartily by the members of the 1988-89 Course of Study Committee for Physical Education.

CURRICULUM TRENDS IN PHYSICAL EDUCATION	IMPLICATIONS FOR TEACHERS AND STUDENTS
6. Emphasizing intramural programs	**Teachers** recognize that the pursuit of excellence should be available for all students. **Students** satisfy their need to excel through skill refinement and challenging physical activity.
7. Reducing gender bias	**Teachers'** expectations for performance are not gender-based. **Students** acquire physical skills in a broader arena of activities. Students develop their individual potentials and are appreciative and considerate of other students as they perform individually and together.
8. Using criterion-referenced evaluations	**Teachers** judge student performance against a specific standard. **Students** are not judged by comparison to their peers.
9. Using humane methods	**Teachers** respect individual differences and provide a stimulating and supportive environment for individual talents. **Students** grow in dignity and realize their potential.
10. Emphasizing individuality	**Teachers** acknowledge each student's physical, mental, emotional, and social developmental needs and understand that students progress at different rates. **Students** work at their own speed and progress uninterruptedly.
11. Spending time on a task	**Teachers** maximize the amount of time that students practice skills. **Students** improve performance through greater participation.
12. Emphasizing the joy in performing well	**Teachers** use a wide variety of teaching styles, instructional methods, and relevant materials to increase student performance. **Students** discover the joy of physical education through successful physical performance.
13. Promoting socialization, especially as it affects self-concept and fair play	**Teachers** relate to students in a manner that enhances a positive self-concept and a sense of fair play. **Students** grow to accept their psychomotor strengths and weaknesses and to value individual integrity.

CURRICULUM TRENDS IN PHYSICAL EDUCATION	IMPLICATIONS FOR TEACHERS AND STUDENTS
14. Encouraging independence	**Teachers** serve as facilitators who progressively free students of teacher dependence. **Students** grow toward autonomy and responsibility.

A CONCEPTUAL FRAMEWORK
FOR
THE K-12 PHYSICAL EDUCATION PROGRAM

Content Areas

A chart summarizing the Alabama K-12 Physical Education Program is presented on the following page. This comprehensive chart indicates that content for the K-8 program is organized into four general areas:

1. Fundamental Movement and Body Management
2. Rhythmic Activities
3. Gymnastic Activities
4. Games/Sports

Content for the required high school course is organized into two broad areas:

1. Personal Fitness
2. Lifetime Activities

Obviously, these content areas are not discrete categories. Fundamental movement is part of rhythmic activities; body management is an aspect of gymnastic activities. The organization into four areas, however, helps to provide continuity throughout the grades.

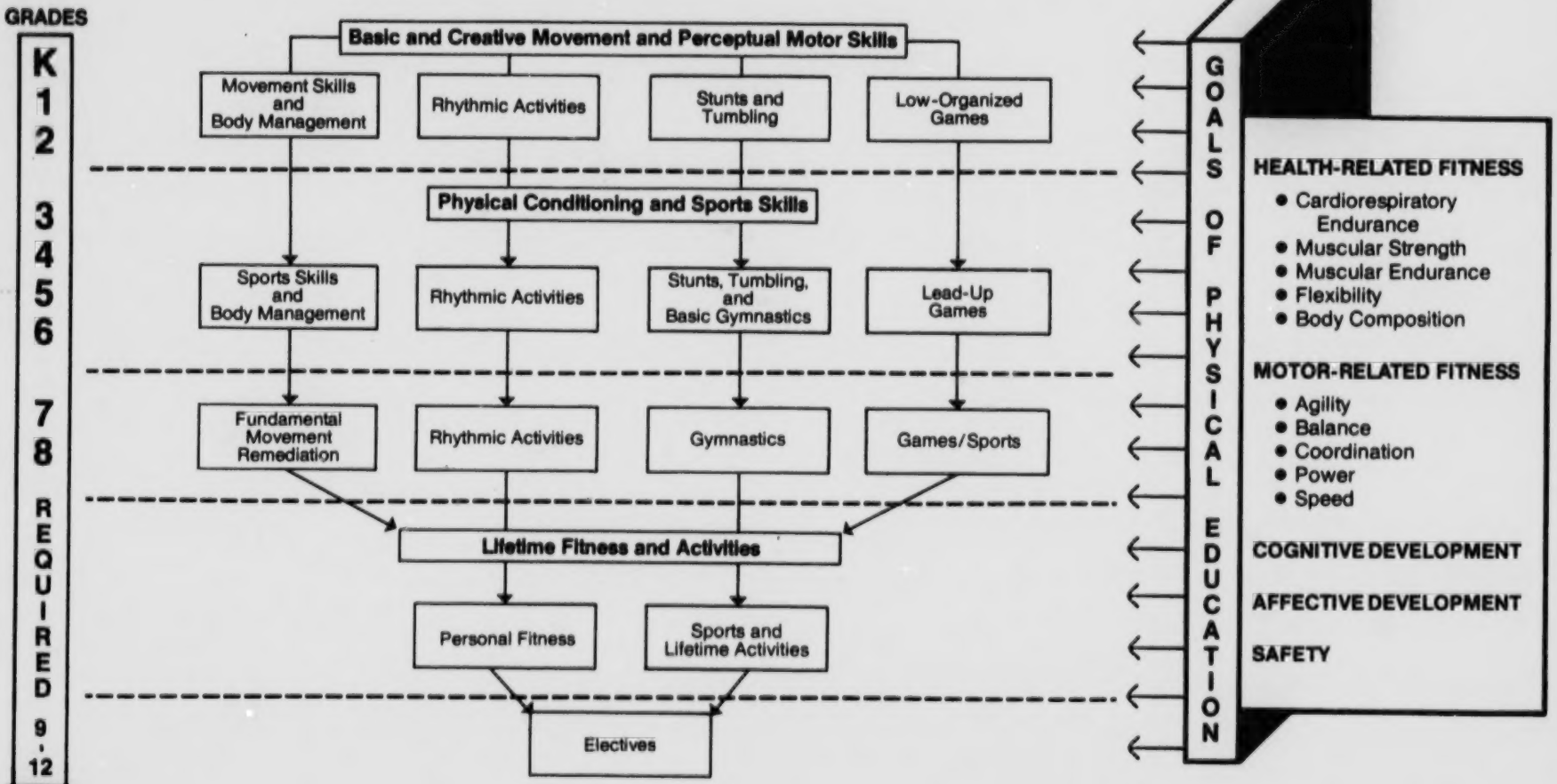
Goals of Physical Education

The chart describing the Alabama K-12 Physical Education Program indicates that psychomotor activities need to be conducted in a manner that brings about physical fitness, cognitive development, affective development, and attention to safety procedures. These goals of the physical education program are defined as follows:

1. Health-related Fitness - To develop and maintain an optimal level of physical fitness.
2. Motor-related Fitness - To develop and maintain efficient and effective motor skills in a wide range of activities.
3. Cognitive Development - To develop knowledge and understanding of scientific principles, rules, and strategies related to physical activities.
4. Affective Development - To develop interest in, value for, appreciation of, and social/emotional adjustment to physical activity and physical fitness.
5. Safety Development - To develop a sense of responsibility and control that ensures freedom from unnecessary hazard during physical activity.

Program goals are interrelated; for example, students may be running in track lanes (motor skill), avoiding collisions with other students, and, thereby, contributing to their fitness and safety. At the same time, students could be learning the principles of interval training and maximal oxygen consumption (cognitive development) and feeling good about themselves and about running (affective development).

THE K-12 PHYSICAL EDUCATION PROGRAM



Fitness

Studies have shown that few children and teenagers perform well on tests of physical fitness. Moreover, studies have shown that inactive life styles lead to a decline in fitness with age. For these reasons, in the Alabama K-12 Physical Education Program, fitness development is an integral part of all psychomotor activities at all grade levels.

Physical fitness activities are not viewed as isolated activities; rather, fitness activities are incorporated into skills teaching and cognitive and affective development. Such an approach has the potential for developing skillful, knowledgeable, and joyful movers who are also physically fit.

Components of both health-related and motor-related fitness emphasized throughout the Alabama K-12 Physical Education Program are defined below.

Health-Related Fitness

Health-related fitness refers to the maintenance of body functions at levels that will ensure continual good health. The components of health-related fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

A. Cardiorespiratory endurance - the ability of the body systems--particularly the heart, circulatory system, and lungs--to maintain efficient functioning during and after the stress of exercise.

B. Muscular strength - the maximum amount of force that can be exerted by a muscle or groups of muscles.

C. Muscular endurance - the ability of a muscle or muscle group to persist in activity without undue fatigue.

D. Flexibility - the functional capacity of muscles that cross joints to allow those joints to move through a full range of motion.

E. Body composition - body mass, usually reported as a percentage of fat and lean body weight.

Motor-Related Fitness

Motor- or skill-related fitness is the ability of the body to execute skills efficiently. Motor skill learning is generally task specific. The components of motor-related fitness are agility, balance, coordination, power, and speed.

A. Agility - the ability of the body to change position quickly.

B. Balance - the ability to maintain the equilibrium of the body in various positions.

C. Coordination - the ability to use sensory receptors in moving parts of the body in the proper order or relationship.

D. Power - the ability to perform strength exercises quickly and with force.

E. Speed - the ability to perform a movement or cover a distance in a short period of time.

Fitness Testing

A testing program is essential to a fitness program. According to the Alabama State Board of Education (August 13, 1981 resolution), the fitness test promoted by the President's Council on Physical Fitness and Sports shall be given twice in each academic year, once in the fall and once in the spring.

The Alabama Course of Study: Physical Education requires that students in all grade levels become acquainted with the tasks on the required fitness test and perform exercises and activities capable of improving performance on the test. Local school systems are encouraged to seek sufficient help for administering the test. Class organizational techniques are needed that minimize the class time required for testing and minimize the inactivity of many students during testing.

THE K-2 PHYSICAL EDUCATION PROGRAM

Characteristics of Five-, Six-, and Seven-Year Olds

The characteristics of learners dictate the content and implementation of physical education programs. The physical, mental, social, and emotional characteristics of five- and six-year-olds are summarized below. The statements are accurate in general, but individual exceptions may be found within the age group.

A. Physical Characteristics

- Slow, steady growth rate gives over to a spurt of structural growth.
- Large muscles are better developed than smaller ones.
- Bones are somewhat soft.
- Muscle strength is limited.
- Heart and lungs are small in relation to height and weight.
- Manipulative skills are unrefined.
- Students tire quickly.

B. Mental, Social, and Emotional Characteristics

- Students need security and acceptance.
- Attention span is usually short.
- Students are sensitive, individualistic, friendly, and affectionate.
- A high level of curiosity is evident.
- Students express their emotions freely.
- Students are egocentric.

Implications for the K-2 Program

Children learn through the exploration of their surroundings. In physical education programs, children in grades K-2 need opportunities to explore, experiment, and create. Through movement they lay the foundation for body management and skill development.

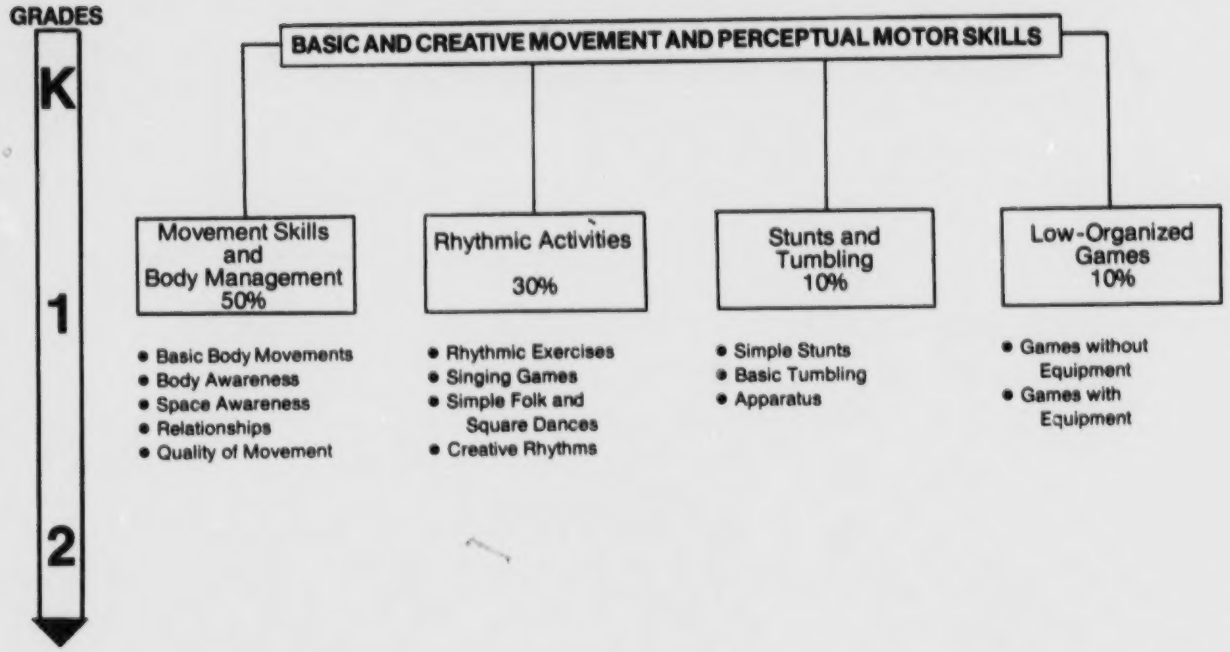
Consequently, in grades K-2, the primary emphasis is on basic as well as creative movement and perceptual motor skills. Individual/partner activities, rather than large-group activities, should dominate the program. Fifty percent of the program time is devoted to movement skills and body management. The other fifty percent is spent in rhythmic activities, stunts and tumbling, and low-organized games.

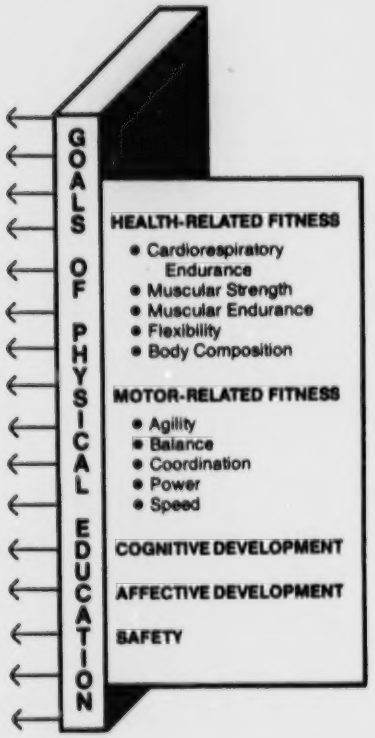
In all of the K-2 physical education activities, teachers need to provide the following:

- Daily vigorous activities requiring use of large muscles
- Exploration and variations of gross-motor skills
- Opportunities for using the body to express ideas and feelings
- Activities that require short explanations
- Frequent changes in activities
- Brief rest periods
- Opportunities to share and to become interested in others
- Opportunities to experience success and to build security and self-confidence
- Opportunities to manipulate large- or medium-sized objects
- Opportunities for fitness-related activities

The chart on page 11 and the student outcomes that follow it define the specific content for the K-2 physical education program.

GRADES K-2


GRADES
K
1
2
BASIC AND CREATIVE MOVEMENT AND PERCEPTUAL MOTOR SKILLS
Movement Skills and Body Management 50%
• Basic Body Movements
• Body Awareness
• Space Awareness
• Relationships
• Quality of Movement
Rhythmic Activities 30%
• Rhythmic Exercises
• Singing Games
• Simple Folk and Square Dances
• Creative Rhythms
Stunts and Tumbling 10%
• Simple Stunts
• Basic Tumbling
• Apparatus
Low-Organized Games 10%
• Games without Equipment
• Games with Equipment


GOALS OF PHYSICAL EDUCATION
HEALTH-RELATED FITNESS
• Cardiorespiratory Endurance
• Muscular Strength
• Muscular Endurance
• Flexibility
• Body Composition
MOTOR-RELATED FITNESS
• Agility
• Balance
• Coordination
• Power
• Speed
COGNITIVE DEVELOPMENT
AFFECTIVE DEVELOPMENT
SAFETY

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

I. MOVEMENT SKILLS AND BODY MANAGEMENT

Basic Body Movements

Students will

1. Demonstrate basic locomotor skills.

   - Walking
   - Running
   - Jumping
   - Hopping
   - Galloping
   - Sliding
   - Skipping
   - Leaping

2. Use locomotor skill terminology.

   Examples:
   - Hopping
   - Sliding

3. Demonstrate basic nonlocomotor skills.

   - Swaying
   - Bending
   - Turning
   - Twisting
   - Curling
   - Stretching
   - Swinging

4. Use nonlocomotor skill terminology.

   Examples:
   - Twisting and turning
   - Bending and stretching

5. Demonstrate basic manipulative skills.

   - Catching
   - Kicking
   - Striking
   - Throwing

6. Perform basic perceptual motor skills.

   Examples:
   - Balancing skills
   - Eye-foot coordination
   - Eye-hand coordination
   - Gross-motor movement

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

I. MOVEMENT SKILLS AND BODY MANAGEMENT (Continued)

	Students will
Body Awareness	7. Identify body parts. Examples: - Arms - Trunk - Head - Legs - Back
	8. Demonstrate various body shapes. Examples: - Round - Twisted - Narrow - Wide
	9. Demonstrate functions of various body parts. Examples: - Support - Lead - Transfer weight
Space Awareness	10. Demonstrate body and spatial awareness skills. Example: - Walk within a boundary without bumping into another person
	11. Use spatial awareness terminology. - Space: personal, general - Directions: forward, backward, left, right, up, down - Levels: high, medium, low - Ranges: large, medium, small - Pathways: straight, curved, zigzag

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

I. MOVEMENT SKILLS AND BODY MANAGEMENT (Continued)

	Students will
Relationships	12. Use terminology associated with relationships of the body to objects, individuals, and groups. Examples: - Behind - Under - Alongside - In front of - Lead - Over - Across - Follow - Mirror
Quality of Movement	13. Demonstrate qualities of body movement. - Time: fast, slow - Force: strong, weak - Space: set, flexible - Flow: free, restricted

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

II. RHYTHMIC ACTIVITIES

	Students will
Rhythmic Exercises	14. Perform basic movement and body management skills in time to a beat or music. Examples: - Walk, run, sway, twist to music - Exhibit force, speed, and/or flow as called for by music
Singing Games	15. Perform movements called for in singing games. Example: - Clap/snap fingers to supply the beat for a song
Creative Rhythms	16. Demonstrate movement patterns with or without equipment and with or without music. Examples: - Exhibit rhythmic patterns using lummi sticks with music - Create rhythmic patterns by clapping hands and stomping feet
	17. Exhibit creativity through rhythmic movements. Example: - Display appropriate body movements dictated by music
Simple Folk and Square Dances	18. Demonstrate basic steps and movements for simple folk and square dancing. Example: - Follow teacher-led rhythms such as the Birdie Song and/or the Hokey-Pokey

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

III. STUNTS AND TUMBLING

	Students will
Simple Stunts	19. Demonstrate animal movements. Examples: - Alligator crawl - Bear walk - Cat walk - Lame-dog run
	20. Perform individual stunts. Examples: - Directional walks - Jump turns
	21. Perform partner stunts. Examples: - Seesaw - Toe touches - Wring the dishrag
Basic Tumbling	22. Perform simple rolling movements. Examples: - Egg roll - Log roll - Forward roll - Shoulder roll
	23. Perform two or more tumbling activities in sequence. Examples: - Forward roll to forward roll - Forward roll to egg roll
Apparatus	24. Perform basic movements involving large apparatus. Examples: - Mats - Balance beam (very low) - Bars - Vault (very low) - Cargo nets - Balance boards

III. STUNTS AND TUMBLING (Continued)

	Students will
Apparatus (continued)	25. Perform basic movements using small apparatus. Examples: - Jump rope - Hula hoop

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES K-2

IV. LOW-ORGANIZED GAMES

	Students will
Games Without Equipment	26. Adapt movement skills and sequences needed to play games without equipment. Example: - Running and dodging in Elbow Tag
	27. Participate in a variety of low-organized games without the use of equipment. Examples: - Crows and Cranes - Red Light - Squirrels in the Trees
Games with Equipment	28. Adapt movement skills and sequences needed to play games using equipment. Example: - Throwing, striking, and catching in T-Ball
	29. Participate in low-organized games using equipment. Examples: - Keep-It-Up with balloons - Ring Toss at target - Bean bag throwing at targets - Popcorn/other parachute activities

V. GOALS IMPORTANT IN ALL ACTIVITIES

	Students will
Fitness	30. Demonstrate sufficient strength, endurance, and flexibility to participate in age-level activities. Examples: - Crab walk - Seal walk
	31. Participate in rhythmic activities designed to enhance fitness. Example: - Execute locomotor movements throughout an entire 3-minute record
	32. Develop balance, coordination, and agility while performing a variety of stunts. Examples: - Walk on a straight line - Walk on a walking board - Move forward and sideways on a low balance beam
	33. Increase power and speed through various age-level activities. Example: - Tag games
	34. Become acquainted with the tasks on the required fitness test. - Pull-ups - Flexed-arm hang - V-sit reach - Sit and reach - Curl-ups - Mile walk/run - Shuttle run

V. GOALS IMPORTANT IN ALL ACTIVITIES (Continued)

	Students will
Fitness (continued)	35. Perform exercises and activities capable of improving performance on the required fitness test. Examples: - Partner Tag to increase endurance - Whistle Stop to increase endurance - Parachute activities to increase arm strength - Flexibility exercises
Cognitive Development	36. Use basic rules for low-organized games. Example: - Run among playmates without going out of bounds
	37. Recognize the terminology used in activities. Examples: - Find a partner and stand near him/her - Form a circle and move the circle to the left
Affective Development	38. Accept individual variations in performance. Example: - Willingly accept all players into a game
	39. Demonstrate good sportsmanly behavior. Example: - Willingly share equipment with others
	40. Practice social/emotional skills. Examples: - Cooperation - Leadership - Followership - Handling success - Handling frustration - Responsibility

V. GOALS IMPORTANT IN ALL ACTIVITIES (Continued)

	Students will
Affective Development (continued)	41. Exhibit joy when participating in activities. Example: - Yell and laugh during games and activities
	42. Exhibit increased confidence when performing risk-taking activities. Example: - Overcome the fear of hurting the neck when performing a forward roll
Safety	43. Use safety procedures. Examples: - Jog within a boundary without bumping into other students - Seek teacher assistance when performing activities that could cause injury

Characteristics of Eight-, Nine-, Ten-, and Eleven-Year-Olds

The characteristics of learners dictate the content and implementation of physical education programs. The physical, mental, social, and emotional characteristics of eight-, nine-, ten-, and eleven-year-olds are summarized below. The statements are accurate in general, but individual exceptions may be found within the age group.

A. Physical Characteristics of Eight- and Nine-Year-Olds

- Growth is steady, but girls grow more rapidly than boys.
- Gross-motor patterns become more refined and graceful.
- Manipulative skills become more refined.
- Balance is more highly developed and body control is improved.
- Poor posture may begin to develop.

B. Mental, Social, and Emotional Characteristics of Eight- and Nine-Year-Olds

- Social maturity increases.
- Students are interested in the welfare of the group.
- Practice is needed for skill improvement and attainment of social status.
- Sex differences in skills increase, and there may be some antagonism toward the opposite sex.
- Intellectual curiosity increases.
- Attention span lengthens.

C. Physical Characteristics of Ten- and Eleven-Year-Olds

- Coordination is highly developed.
- Students exhibit a keen interest in skill proficiency.
- Muscular growth increases.
- Most girls enter puberty.
- Boys tend to play more vigorously and roughly than girls.
- Flexibility begins to decrease.
- Posture problems may appear.

D. Mental, Social, and Emotional Characteristics of Ten- and Eleven-Year-Olds

- Group or gang spirit is high.
- Allegiance to group is strong.
- Social consciousness of a need for rules and for abiding by rules is developing.
- Students assume greater responsibility.
- Personal skills and physique become important to social acceptance, particularly for boys.
- An interest in proficiency and a competitive spirit develop greatly.

Implications for the Grades 3-6 Program

Students in grades 3-6 are maturing rapidly, both physically and mentally. Their level of skill development and refinement is growing rapidly. They are beginning to understand the principles of mechanics involved in the movement skills that they exhibit. The bodies of upper elementary students are changing rapidly, and they become very concerned about their physical appearance. Learners in grades 3-6 become competitive and are interested in sports and the skills that are necessary to participate in sports activities.

The major emphases in grades 3-6 are in the areas of sports skills and body management, with 60% of the program being comprised of these two areas. The other 40% of the program is comprised of rhythmic activities, stunts, tumbling, basic gymnastics, and lead-up games.

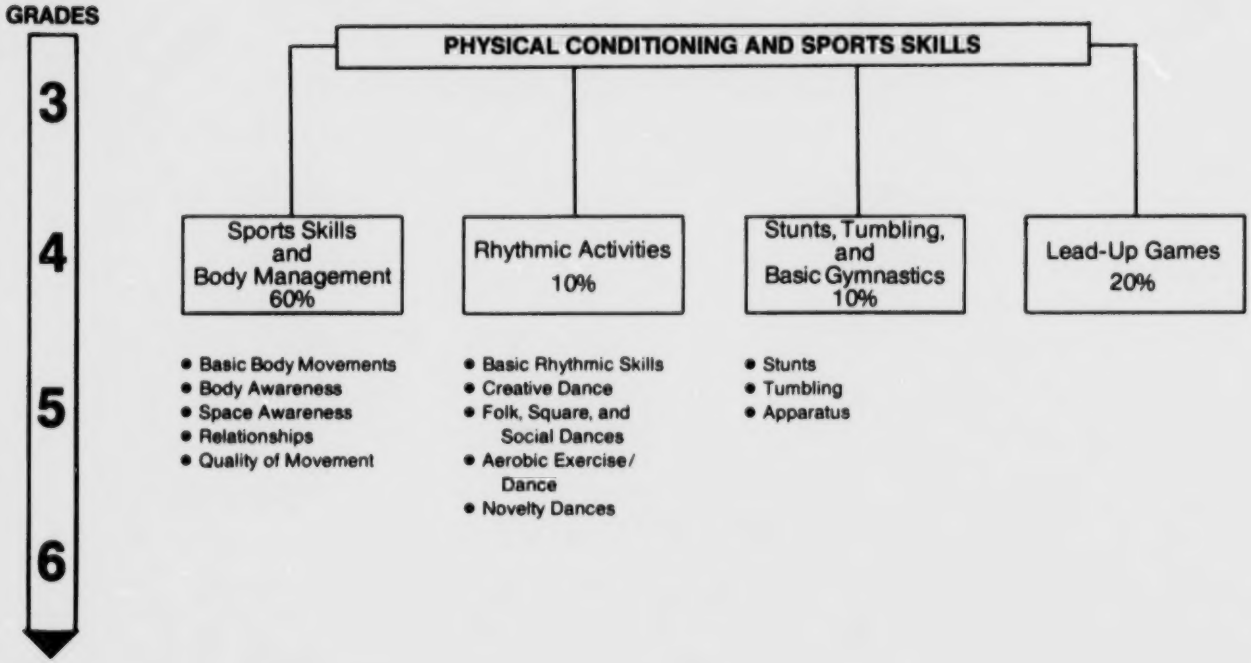
In the 3-6 physical education activities, teachers need to provide the following:

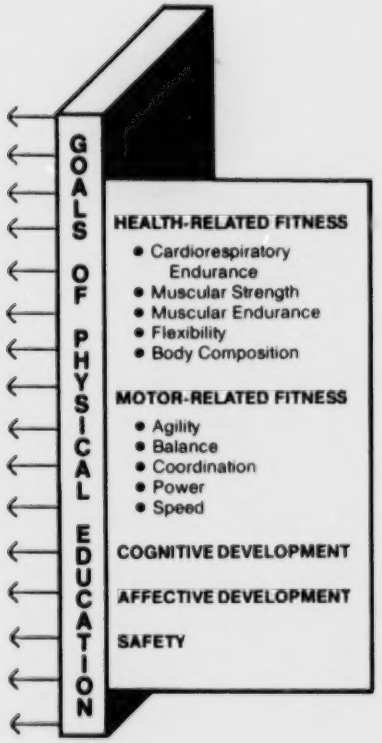
- Daily, vigorous, fast-moving activities
- Activities involving more complex rules and strategies
- Refinement of basic skills and combinations of fundamental skills
- Introduction to specific sports skills and expressive dance
- Opportunities to handle smaller objects
- Activities that place an importance on accuracy
- Guided practice sessions
- Self-testing problem situations
- More activities requiring static balance

- Ability grouping for differences in physical maturity
- Opportunities to learn the principles of body mechanics through activity

The chart on page 26 and the student outcomes that follow it define the specific content for the 3-6 physical education program.

GRADES 3-6


GRADES
3
4
5
6
PHYSICAL CONDITIONING AND SPORTS SKILLS
Sports Skills and Body Management 60%
Rhythmic Activities 10%
Stunts, Tumbling, and Basic Gymnastics 10%
Lead-Up Games 20%
• Basic Body Movements
• Body Awareness
• Space Awareness
• Relationships
• Quality of Movement
• Basic Rhythmic Skills
• Creative Dance
• Folk, Square, and Social Dances
• Aerobic Exercise/ Dance
• Novelty Dances
• Stunts
• Tumbling
• Apparatus


GOALS OF PHYSICAL EDUCATION
HEALTH-RELATED FITNESS
• Cardiorespiratory Endurance
• Muscular Strength
• Muscular Endurance
• Flexibility
• Body Composition
MOTOR-RELATED FITNESS
• Agility
• Balance
• Coordination
• Power
• Speed
COGNITIVE DEVELOPMENT
AFFECTIVE DEVELOPMENT
SAFETY

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 3-6

I. SPORTS SKILLS AND BODY MANAGEMENT

	Students will
Basic Body Movements	1. Demonstrate competence in performing basic movement skills. Examples: - Utilize the locomotor skills successfully - Perform the nonlocomotor skills with ease - Use the manipulative skills correctly - Maneuver weight appropriately for movement skills
	2. Demonstrate basic movement skills associated with individual, dual, and team sports. Examples: - Basketball skills of passing, catching, dribbling, pivoting - Badminton skills of volleying, serving
	3. Demonstrate increasing proficiency in gross-motor and fine-motor skills. Examples: - Gross-motor: running, jumping rope - Fine-Motor: playing with small objects
	4. Demonstrate increasing proficiency in eye-hand, eye-foot coordination. Example: - Exhibit increased control when kicking or catching a ball
	5. Demonstrate correct body position when performing various sports skills. Example: - Spread the feet and crouch (lower the center of gravity) to gain speed for moving forward, backward, sideways

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 3-6

I. SPORTS SKILLS AND BODY MANAGEMENT (Continued)

	Students will
Body Awareness	6. Demonstrate scientific principles when executing movement skills. Examples: - Give with the ball when catching it - Follow through when shooting a basketball
Space Awareness	7. Demonstrate principles of spatial awareness. Examples: - Allow sufficient space to perform exercises without touching another person - Design a routine utilizing all of the space within a boundary
Relationships	8. Demonstrate correct relationships necessary for performing various activities and sports skills. Examples: - Get under a ball in order to catch it - Perform a group line routine in unison - Perform a lummi stick routine with a partner
Quality of Movement	9. Refine timing and force of basic movements in order to perform sports skills. Examples: - Shoot a basketball to the backboard/net - Hit a softball - Perform a standing broad jump

II. RHYTHMIC ACTIVITIES

	Students will
Basic Rhythmic Skills	10. Perform aspects of movement during rhythmic activities. Examples: - Relationships: leading, following, shadowing, mirroring - Spatial awareness: sequences involving directions, levels, pathways - Quality: sequences involving much space, little space, much force, little force
	11. Sequence various movements into rhythmic patterns. Example: - Combine walking and sliding as dictated by the music when performing a group parachute routine
Creative Dance	12. Communicate ideas and emotions through body shapes and rhythmic activities. Example: - Show lightness of the music by tiptoeing and using the arms in a floating manner
	13. Perform a student-created routine to music in order to communicate a saying, poem, or short story. Example: - Perform creative movements that communicate the saying, "Early to bed, early to rise makes a man healthy, wealthy, and wise!"
Folk, Square, and Social Dances	14. Perform folk, square, and/or social dances appropriate for the age level. Example: - Perform basic movements in big circle square dance

II. RHYTHMIC ACTIVITIES (Continued)

	Students will
Aerobic Exercise/ Dance	15. Perform exercise movements to music (120-150 beats per minute). Example: - Perform various exercises to contemporary music
	16. Demonstrate proper warm-up and cool-down before and after aerobic exercise/dance. Examples: - Perform warm-up with stretching and slow-sustained movements - Perform cool-down with stretching, slow-sustained, and relaxing movements
Novelty Dances	17. Explore basic movements and steps in novelty dance forms. Examples: - Perform the grapevine step - Perform the eight basic steps of clogging - Perform the time steps of tap dancing
	18. Perform a basic novelty dance routine. Example: - Perform the Chicken Scratch routine to the record "Little Black Book"

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 3-6

III. STUNTS, TUMBLING, AND BASIC GYMNASTICS

	Students will
Stunts	19. Demonstrate increasing proficiency in basic stunts. Examples: - Heel clicks - Tripod stand
Tumbling	20. Demonstrate increasing proficiency in basic tumbling activities. Example: - Execute forward roll, backward roll, headstand, handstand, cartwheels correctly and with efficiency of movement
	21. Demonstrate the ability to incorporate several stunts and/or tumbling activities into a routine. Example: - Perform a tripod, a headstand, and a forward roll, ending in a straddle position
	22. Perform a self-designed series of stunts and/or tumbling activities. Example: - Combine several stunts and tumbling moves in a smooth sequence to perform for the teacher and class
Apparatus	23. Perform basic teacher-designed and self-designed floor exercise routines.
	24. Perform various movements involving large apparatus. Examples: - Low and medium balance beam - Even, uneven, high bars - Vaulting

III. STUNTS, TUMBLING, AND BASIC GYMNASTICS (Continued)

	Students will
Apparatus (continued)	25. Perform various movements involving small apparatus. Examples: - Jump ropes - Wands
	26. Explore basic movements using a variety of rhythmic gymnastic equipment. Examples: - Balls - Hoops - Streamers - Indian clubs

IV. LEAD-UP GAMES

Students will

27. Participate in a variety of low-organized games with or without the use of equipment.

    Examples:
    - Leader Ball
    - Three Deep

28. Practice skills for individual, dual, and team sports in a variety of lead-up games and drills.

    Examples:
    - Dribbling a ball through an obstacle course
    - Throwing, catching, kicking, striking at different stations

29. Design games using mastered sports skills.

    Example:
    - Make up a basketball game using three or more of the sports skills that have been learned (pivoting, passing, shooting, dribbling)

30. Demonstrate the ability to use sports skills in lead-up games involving modified rules, simplified strategy, and/or modified equipment.

    Examples:
    - Play four-on-four touch football, rotating the center, quarterback, and two ends after each play
    - Play whiffle ball using enlarged plastic bat and ball

31. Use sports skills in cooperative and competitive game situations.

    Examples:
    - Keep whiffle ball in the air within a small group, without any person hitting it twice in succession
    - Take a soccer ball away from a classmate by using only the feet

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 3-6

V. GOALS IMPORTANT IN ALL ACTIVITIES

	Students will
Fitness	32. Participate in various activities that specifically enhance fitness. Examples: - Run - Exercise - Practice skills vigorously to increase endurance
	33. Demonstrate sufficient strength, endurance, and flexibility to participate in age-level activities. Example: - Jolly Ball (Crab Soccer)
	34. Participate in rhythmic activities designed to enhance fitness. Examples: - Execute locomotor movements throughout an entire 3-minute record - Perform an entire aerobic rountine
	35. Maintain balance while performing a variety of stunts. Examples: - Perform a headstand. - Move forward, sideways, backward on a medium balance beam - Perform a scale and turning movements on the balance beam
	36. Increase power and speed through various age-level activities.

V. GOALS IMPORTANT IN ALL ACTIVITIES (Continued)

	Students will
Fitness (continued)	37. Become acquainted with the tasks on the required fitness test. - Curl-ups - Flexed-arm hang - Pull-ups - Mile walk/run - Shuttle run - Sit and reach - V-sit reach
	38. Perform exercises and activities capable of improving performance on the required fitness test. Examples: - Jog distances - Perform flexibility exercises - Repeat start/stop exercises - Practice muscle-building exercises for the arms and shoulders
Cognitive Development	39. Use terminology associated with sports and movement skills, rhythmic skills, stunts, tumbling, basic gymnastics skills, and lead-up games.
	40. Use rules and strategies associated with lead-up games. Examples: - Newcomb - Line Soccer - Football Frisbee
	41. Recognize effects of strenuous physical activity on skill performance. Example: - Notice a reduction in eye-hand coordination after running vigorously, i.e., when shooting the basketball after running

V. GOALS IMPORTANT IN ALL ACTIVITIES (Continued)

	Students will
Affective Development	42. Demonstrate a willingness to cooperate with others in all activities. Example: - Participate in a cooperative manner when performing folk, square, and social dance activities
	43. Exhibit appreciation for others who perform any activity skillfully. Examples: - Discern both good and poor performances - Applaud good performers and encourage those who are less skilled
Safety	44. Demonstrate safe and appropriate use of equipment. Example: - Proper placement of bat after hitting the ball

Characteristics of Twelve- and Thirteen-Year Olds

The characteristics of learners dictate the content and implementation of physical education programs. The physical, mental, social, and emotional characteristics of twelve- and thirteen-year-olds are summarized below. The statements are accurate in general, but individual exceptions may be found within the age group.

A. Physical Characteristics

- Body undergoes rapid growth and physical change.
- Early adolescents appear to be awkward during growth spurts.
- Overall coordination and balance improve.
- Most girls reach adult stature.
- Some aspects of fitness are nearly equal in boys and girls.
- Skill level increases more rapidly for boys than for girls.
- Sexes differ in skills and interests.
- Desire to excel in athletics and physical skills increases.
- Girls tend to mature earlier than boys.
- Students are concerned with physical appearances.
- Early adolescents tire easily, but endurance improves as heart and lung size increase.

B. Mental, Social, and Emotional Characteristics

- Loyalty to groups is strong.
- Students are intellectually capable and knowledgeable.
- An ability to deal with the abstract is evident.
- Early adolescents tend to be self-centered.
- Attention span increases.
- Awareness of social concerns develops.
- Students strive to be independent.
- Desire to gain approval from peers increases.
- A wide range of maturity levels exist within each class.

Implications for the Grades 7-8 Program

Students in grades 7-8 are growing rapidly, both physically and mentally, and should be challenged to improve in all aspects of the physical education program. A program that stresses use of specific sports skills in cooperative and competitive situations is essential. Vigorous fitness activities need to be provided daily to develop fitness and to enhance self-concept. An introduction to leisure activities challenges students to start thinking about lifelong participation in physical activity.

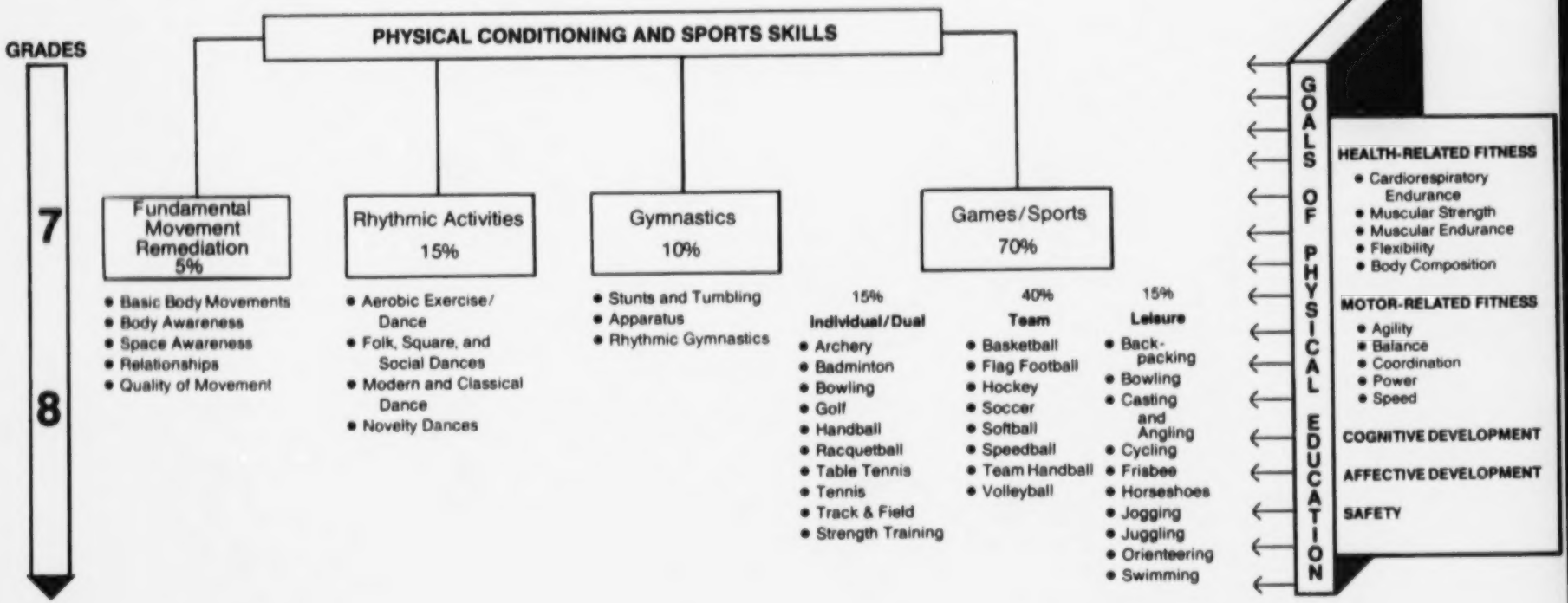
A wide range of activities is needed to meet the individual needs of early adolescents. Consequently, the grades 7-8 physical education program recommends that students spend 70% of their time in a wide variety of individual, dual, team, and leisure activities. Students spend the remaining time in fundamental movement remediation (5%), rhythmic activities (15%), and gymnastics (10%).

In the grades 7-8 physical education activities, teachers need to provide the following:

- Knowledge and understanding of physical changes
- Small-group situations that allow for refinement in skill development
- An emphasis on fitness and conditioning
- Team-sports activities
- Individual instruction for skill remediation
- A variety of activities that offers all students opportunities for success
- Exposure to a variety of activities that are appropriate for lifetime participation

The chart on page 39 and the student outcomes that follow it define the specific content for the grades 7-8 physical education program.

GRADES 7-8


GRADES
7
8
PHYSICAL CONDITIONING AND SPORTS SKILLS
Fundamental Movement Remediation 5%
• Basic Body Movements
• Body Awareness
• Space Awareness
• Relationships
• Quality of Movement
Rhythmic Activities 15%
• Aerobic Exercise/ Dance
• Folk, Square, and Social Dances
• Modern and Classical Dance
• Novelty Dances
Gymnastics 10%
• Stunts and Tumbling
• Apparatus
• Rhythmic Gymnastics
Games/Sports 70%
15%
Individual/Dual
• Archery
• Badminton
• Bowling
• Golf
• Handball
• Racquetball
• Table Tennis
• Tennis
• Track & Field
• Strength Training
40%
Team
• Basketball
• Flag Football
• Hockey
• Soccer
• Softball
• Speedball
• Team Handball
• Volleyball
15%
Leisure
• Back-packing
• Bowling
• Casting and Angling
• Cycling
• Frisbee
• Horseshoes
• Jogging
• Juggling
• Orienteering
• Swimming
GOALS OF PHYSICAL EDUCATION
HEALTH-RELATED FITNESS
• Cardiorespiratory Endurance
• Muscular Strength
• Muscular Endurance
• Flexibility
• Body Composition
MOTOR-RELATED FITNESS
• Agility
• Balance
• Coordination
• Power
• Speed
COGNITIVE DEVELOPMENT
AFFECTIVE DEVELOPMENT
SAFETY

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 7-8

I. FUNDAMENTAL MOVEMENT REMEDIATION

	Students will
Basic Body Movements	1. Remediate basic movement skills. Examples: - Locomotor: walk, gallop, slide - Nonlocomotor: twist, stretch - Manipulative: strike, catch - Weight-related: resist, lift, carry - Basic perceptual motor skills: eye-hand, eye-foot, gross-motor coordination
Body Awareness	2. Review body awareness skills. Example: - Demonstrate the correct way to transfer the weight in a basketball pivot
Space Awareness	3. Review spatial awareness skills. Example: - Move forward at a low level in a small circle
Relationships	4. Exhibit correct relationships of the body to objects, individuals, and groups. - Body parts to body parts: Place the hands over the toes - Individual to groups: Lead a group exercise Body parts to objects: Follow through when shooting a basketball - Groups to objects: Surround a parachute for a rhythmic activity
Quality of Body Movement	5. Practice quality of body movement skills. Examples: - Time: fast, slow - Force: light, heavy - Space: flexible, direct - Flow: free, bound

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 7-8

II. RHYTHMIC ACTIVITIES

	Students will
Aerobic Exercise/Dance	6. Demonstrate appropriate procedures associated with aerobic exercise/dance. Example: - Begin with correct warm-up, follow with aerobic activities, monitor the heart rate periodically, end with a cool-down
	7. Perform aerobic exercise/dance created by the teacher and/or other artists. Example: - Follow a variety of aerobic exercise videotapes
	8. Choreograph and perform aerobic routines. Example: - Perform a student-designed routine
Folk, Square, and Social Dance	9. Demonstrate proficiency and improvement in the fundamental and intermediate skills of folk, square, and/or social dances. Examples: - Perform the basic waltz, two-step, cha-cha - Perform the basic movements of circle left, allamande left, grand right and left - Review past and present social dances
Modern and Classical Dance	10. Demonstrate improvement in the fundamental and intermediate skills in modern and classical dance. Example: - Perform pliés, slides, and turns to music

II. RHYTHMIC ACTIVITIES (Continued)

	Students will
Modern and Classical Dance (continued)	11. Perform a teacher-created and/or student-created modern or classical dance. Example: - Perform individual routines to contemporary music
	12. Express ideas and emotions through modern and classical dance. Examples: - Design a routine exhibiting happiness - Create a movement sequence to a poem or story
Novelty Dances	13. Demonstrate proficiency and improvement in the fundamental and intermediate skills of novelty dances. Example: - Demonstrate proficiency in basic and combining steps of clogging

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 7-8

III. GYMNASTICS

Students will

Stunts and Tumbling

14. Demonstrate proficiency in performing basic and intermediate stunts and tumbling activities.

    Examples:
    - Individual stunts
    - Dual stunts
    - Small-group stunts
    - Tumbling skills

15. Perform teacher-created and/or student-created floor exercise routines.

Apparatus

16. Perform routines involving large apparatus.

    Examples:
    - Vault
    - Parallel bars
    - Uneven bars
    - High bar
    - Balance beam
    - Rings
    - Pommel horse

17. Demonstrate basic proficiency in gymnastic techniques.

    Examples:
    - Mounts
    - Dismounts
    - Falling
    - Balancing
    - Springing (bouncing)

Rhythmic Gymnastics

18. Perform rhythmic gymnastic routines.

    Example:
    - Perform routines using ribbons, balls, clubs, hoops

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 7-8

IV. GAMES

	Students will
Individual/Dual Sports	19. Demonstrate proficiency in a range of individual/dual sports (minimum of four). Examples: - Archery - Badminton - Bowling - Golf - Handball - Racquetball - Table tennis - Tennis - Track and field - Strength training
	20. Use skills and strategies associated with various individual/dual sports.
Team Sports	21. Demonstrate proficiency in at least four team sports. Examples: - Basketball - Flag football - Hockey - Soccer - Softball - Speedball - Team handball - Volleyball
	22. Demonstrate the ability to use skills, strategies, and teamwork while playing team sports.

IV. GAMES (Continued)

	Students will
Leisure Activities	23. Demonstrate proficiency in a range of leisure activities (minimum of four). Examples: - Backpacking/hiking - Bowling - Casting and angling - Cycling - Frisbee - Horseshoes - Jogging - Orienteering - Pickleball - Skating - Swimming - Table tennis - Juggling 24. Use skills and strategies while participating in leisure activities.

PHYSICAL EDUCATION
STUDENT OUTCOMES
GRADES 7-8

V. GOALS IMPORTANT IN ALL ACTIVITIES

	Students will
Fitness	25. Perform activities that address specific components of health-related and skill-related fitness. Examples: - Perform gymnastic activities that increase strength in the arm and abdominal muscles - Perform rhythmic activities that improve coordination, balance, agility - Participate in games that improve cardio-respiratory endurance
	26. Perform tasks relevant to the required fitness test. Examples: - Cross-country run - Relay races
Cognitive Development	27. Recognize the principles of efficient movement.
	28. Analyze psychomotor skill improvement.
	29. Understand the principles of aerobic performance. Examples: - Warm-up - Duration and intensity of workout - Heart-rate monitoring - Cool-down
	30. Demonstrate proper use of physical education equipment.
	31. Become acquainted with the careers associated with physical education and related professions.

V. GOALS IMPORTANT IN ALL ACTIVITIES (Continued)

	Students will
Affective Development	32. Improve self-image through success in physical activity.
	33. Exhibit qualities and conduct associated with sportmanship. Examples: - Abide by rules - Handle victory and defeat
	34. Demonstrate aspects of positive interpersonal relationships associated with group activities. Examples: - Respect for individual differences - Leadership - Followership - Cooperative participation
	35. Exhibit positive attitudes toward and value for fitness and physical performance.
Safety	36. Observe principles of safety while participating in physical activities.
	37. Observe appropriate safety procedures in the use and care of physical education equipment.
	38. Exhibit individual responsibility for safety.

THE REQUIRED COURSE IN PHYSICAL EDUCATION

Students in Alabama's public schools are required to complete one unit of physical education prior to graduation. It would be most beneficial for students to complete the required unit in grade 9, or no later than grade 10, so that individually-designed elective programs could be planned for grades 10-12. In some cases, however, it may be necessary to complete the required unit of physical education in grade 10, 11, or 12.

Characteristics of High School Students

The characteristics of high school students have implications for planning and implementing the required course in physical education. The physical, mental, social, and emotional characteristics of these adolescents are summarized below. The statements are accurate in general, but there may be individual exceptions in the age group.

A. Physical Characteristics

- Awkwardness declines.
- Maximum growth and height are attained.
- Students reach puberty.
- Motor skills and coordination improve.
- Rapid weight gains are evident.
- High interest in physical attractiveness is evident.
- Interest in co-educational activities increases.
- Girls begin to show a decrease in strength and flexibility.
- Boys continue to increase in muscular strength and endurance.
- Most students attain sexual maturity.

B. Mental, Social, and Emotional Characteristics

- Adolescents are more willing to accept responsibility than are younger students.
- A longer attention span is evident.
- Students exhibit a greater interest in intellectual pursuits.
- Adolescents begin to see the need for setting long-range goals for the future.
- Adolescents are influenced by peers more than by adults.

- Abstract reasoning is developed.
- A strong identification with adult role models is common.
- Adolescents seek greater independence and resent controls placed on them.

Implications for the Program

The required course for physical education emphasizes lifetime fitness and activities. In the first semester, students develop and maintain a level of individual fitness; learn concepts related to fitness; and come to understand that one's lifestyle has a direct effect on one's quality of life.

During the first semester, students will spend a minimum of four days in physical activity and one day in cognitive learning each week. Content will include the following:

1. Aspects of fitness
2. Relevance of fitness
3. Assessment of fitness
4. Nutrition as it relates to fitness
5. Consumer issues related to fitness

In the second semester, students will participate in a wide variety of physical activities. A minimum of two weeks will be spent in each of the following areas:

1. Individual and dual sports
2. Team sports
3. Rhythms
4. Gymnastics
5. Leisure activities

To ensure variety, no more than four weeks is to be spent on any one individual, dual, or team sport.

Exposure to a wide variety of activities will give students a basis for selecting elective courses in their remaining high school years and for pursuing activities that can be enjoyed for a lifetime.

Throughout the required unit, teachers need to provide the following:

- Vigorous physical activities at least four days a week
- Opportunities to develop social skills
- Instruction for advanced skills and techniques in selected physical activities
- Exposure to a wide variety of lifetime activities
- Opportunities to develop, implement, and monitor individual fitness plans

- Activities that can help learners maintain fitness throughout life
- Activities that enhance self-image and improve physical attractiveness

The chart on page 52 and the student outcomes that follow it define the specific content for the required high school unit of physical education.

REQUIRED COURSE

GRADES

REQUIRED 9 - 12

LIFETIME FITNESS AND ACTIVITIES

Personal Fitness* 50%

- Aspects of Fitness
- Relevance of Fitness
- Assessment of Fitness
- Nutrition
- Consumer Issues

Sports and Lifetime Activities 50%**

Rhythms

- Aerobic Exercise/ Dance
- Folk, Square, and Social Dances
- Modern and Classical Dance
- Novelty Dances

Gymnastics

- Stunts and Tumbling
- Apparatus
- Rhythmic Gymnastics

Individual/Dual***

- Archery
- Badminton
- Bowling
- Golf
- Handball
- Racquetball
- Table Tennis
- Tennis
- Track & Field
- Strength Training

Team***

- Basketball
- Flag Football
- Hockey
- Soccer
- Softball
- Speedball
- Team Handball
- Volleyball

Leisure Activities

- Backpacking
- Boating
- Canoeing
- Casting and Angling
- Cycling
- Darts
- Frisbee
- Hiking
- Horseshoes
- Jogging
- Juggling
- Orienteering
- Pickleball
- Riflery
- Shuffleboard
- Skating
- Swimming

GOALS OF PHYSICAL EDUCATION

HEALTH-RELATED FITNESS

- Cardiorespiratory Endurance
- Muscular Strength
- Muscular Endurance
- Flexibility
- Body Composition

MOTOR-RELATED FITNESS

- Agility
- Balance
- Coordination
- Power
- Speed

COGNITIVE DEVELOPMENT

AFFECTIVE DEVELOPMENT

SAFETY

*Minimum of four days weekly in physical activity.
**Minimum of two weeks in each area.
***Maximum of four weeks in any individual, dual, or team sport.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 1: PERSONAL FITNESS

	Students will
Aspects of Fitness - Biomechanical - Physiological - Psychological	1. Demonstrate principles of exercise physiology and training in personal fitness programs. Example: -Use proper warm-up activities prior to vigorous physical activity
	2. Use proper training techniques to improve health-related fitness. - Cardiovascular endurance - Flexibility - Muscular endurance - Body composition - Muscular strength
	3. Use proper training techniques to improve motor-related fitness. - Agility - Speed - Power - Balance - Coordination
	4. Perform activities of a vigorous nature that have potential for contributing to total fitness. Example: - Jump rope to improve cardiovascular endurance
Relevance of Fitness	5. Recognize health problems related to inadequate levels of fitness. Examples: - Being overweight can result in high blood pressure - Lack of strength can cause lower back pain
	6. Plan, implement, and monitor personal fitness programs.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 1: PERSONAL FITNESS

	Students will
Relevance of Fitness (continued)	7. Engage in aerobic activities that provide specific kinds of fitness. Example: - Perform soccer drills to improve cardiovascular endurance
	8. Observe the reduction of stress through participation in regular physical activity.
Assessment of Fitness	9. Achieve and maintain an improved level of fitness. Examples: - Work toward improvement on required fitness test - Correct specific fitness problems
	10. Perform exercises and activities that improve performance on the required fitness test.
Nutrition	11. Correlate specific aspects of diet, exercise, and rest with appearance, sense of well-being, and physical performance.
	12. Understand the relationship of caloric intake and energy expenditure in selected physical activities.
	13. Analyze the effects of diet on physical performance.
Consumer Issues	14. Know essential criteria for selecting sports and fitness equipment, products, services, and clothing.
	15. Demonstrate knowledge of consumer issues as related to fitness.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 1: PERSONAL FITNESS

	Students will
Affective Development	16. Improve self-image through success in physical activity.
	17. Pursue the achievement and maintenance of personal fitness.
	18. Demonstrate social skills that promote positive relationships with others through participation in both cooperative and competitive situations.
	19. Demonstrate aspects of positive interpersonal relationships associated with group activities. Examples: - Respect for individual differences - Leadership - Followership - Cooperative participation
	20. Exhibit positive attitudes toward and values for fitness and physical performance.
Safety	21. Practice safety precautions common to all fitness activities. Example: - Use static stretching since ballistic stretching is no longer recommended

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 2: LIFETIME ACTIVITIES

	Students will
Individual/Dual Sports	22. Review basic skills needed for successful participation in a variety of individual/dual sports. - Archery - Badminton - Bowling - Golf - Handball - Raquetball - Table Tennis - Tennis - Track & Field - Strength Training
	23. Set personal goals and monitor improvement in selected individual/dual sports.
	24. Demonstrate the ability to transfer skills from one individual/dual activity to a similar one.
	25. Apply effective strategies in individual/dual sports.
	26. Develop adequate proficiency to ensure lifetime enjoyment in selected individual/dual sports.
Team Sports	27. Review basic skills and techniques needed for successful participation in a variety of team sports. Examples: - Basketball - Flag Football - Hockey - Soccer - Softball - Speedball - Team Handball - Volleyball
	28. Employ mechanical principles of projection, reception, and retention in game situations involving manipulatives.
	29. Demonstrate the ability to transfer skills from one team activity to another.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 2: LIFETIME ACTIVITIES

	Students will
Team Sports (continued)	30. Apply effective strategies in game situations.
	31. Develop adequate proficiency to ensure lifetime enjoyment in selected team sports.
Rhythms	32. Review basic skills needed for successful participation in a variety of rhythmic activities. - Identify the beat of the music - Practice the basic steps
	33. Perform individual, partner, and/or group compositions in selected rhythmic activities with or without music.
	34. Develop adequate proficiency to ensure lifetime enjoyment in selected rhythmic activities.
Gymnastics	35. Show improved levels of proficiency in a variety of gymnastic activities.
	36. Apply factors affecting performance in gymnastics. - Awareness of space - Personal weight - Timing - Flow of movements
	37. Perform gymnastic routines relative to the principles of body mechanics. Example: - Place hands diagonally rather than side-by-side on a round-off
	38. Set performance goals for acquiring skills in gymnastic activities.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 2: LIFETIME ACTIVITIES

	Students will
Leisure Activities	39. Review the basic skills and techniques needed for successful participation in a variety of leisure activities. Examples: - Backpacking - Boating - Casting and Angling - Canoeing - Cycling - Darts - Frisbee - Hiking - Horseshoes - Jogging - Juggling - Orienteering - Pickleball - Riflery - Shuffleboard - Skating - Swimming
	40. Demonstrate the ability to transfer skills from one leisure activity to another.
Fitness	41. Perform activities addressing specific components of health-related and motor-related fitness. Examples: - Perform gymnastic activities that increase strength in the arm and abdominal muscles - Perform rhythmic activities that improve coordination, balance, agility - Participate in games that improve cardio-respiratory endurance
	42. Perform tasks relevant to the required fitness test.
	43. Perform rhythmic activities of a vigorous nature that have potential to contribute to total fitness. Example: - Jump rope to music for improving cardiovascular endurance

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 2: LIFETIME ACTIVITIES

	Students will
Cognitive Development	44. Participate in drills related to individual/dual sports that improve performance and fitness.
	45. Participate in drills related to team sports that improve performance and fitness.
	46. Understand the history, terminology, etiquette, principles of body mechanics, application of skills, rules, strategies, safety practices, and current developments necessary to participate in all activities.
	47. Review careers available in physical education and related professions.
	48. Understand the consumer issues related to lifetime activities. Example: - Be able to select proper attire for participation in sports activities
	49. Develop adequate proficiency to ensure lifetime enjoyment of selected leisure activities.
Affective Development	50. Exhibit a positive attitude toward lifelong physical activity.
	51. Exhibit etiquette associated with various physical activities.
	52. Enjoy aesthetic values associated with physical activities.
	53. Develop social skills that promote positive relationships with others in all activities.

REQUIRED HIGH SCHOOL PHYSICAL EDUCATION COURSE
SEMESTER 2: LIFETIME ACTIVITIES

	Students will
Affective Development (continued)	54. Develop perseverance, self-confidence, and individual initiative through participation in all activities.
	55. Show willingness to attempt new activities.
	56. Exhibit the desire to participate in and observe selected sports.
	57. Exhibit sportsmanship and self-control while participating in and observing sports.
	58. Show respect and appreciation for the natural environment.
	59. Develop an awareness of the potential of the natural environment for worthwhile lifetime activities.
Safety	60. Demonstrate proper warm-ups and safety procedures for vigorous physical activities.
	61. Use correct safety techniques when individual or cooperative assistance is needed.

ELECTIVE COURSES IN PHYSICAL EDUCATION

Overview of Elective Program

If physical education instruction in Alabama schools follows a sequential, comprehensive pattern, then the high school elective program can be based primarily on the interests and needs of individual students. Elective courses that respond to the interests of the students can be offered as semester or year-long courses. Course offerings would be dependent upon sufficient numbers of students desiring to take a particular activity, staff size and expertise, and available facilities and equipment.

Specifics of Elective Program

It is recommended that students be polled to determine areas of high interest. Then elective courses would be developed, described, and offered based on the information gathered. Course titles might include some of the following:

1. Aerobic Dance/Exercise
2. Strength Training
3. Individual Sports (tennis, raquetball, pickleball, table tennis, badminton)
4. Recreational Sports (bowling, shuffleboard, table tennis, badminton, golf)
5. Gymnastics
6. Team Sports (volleyball, flag football, basketball, softball)

Physical education courses in high-interest areas offer high school students opportunities to stay active longer. The elective program should be structured to improve proficiency in skills, as well as to acquire new skills and knowledge. Students in elective courses need to experience success and pleasure that encourage lifelong participation in physical activities.

FEDERAL AND STATE LAWS AND STATE BOARD OF EDUCATION RESOLUTIONS RELATED TO PHYSICAL EDUCATION

In addition to implementing the minimum course content outlined in the Alabama Course of Study: Physical Education, local school systems must abide by certain laws and State Board of Education resolutions which govern other aspects of the physical education program. Listed below are some of the laws and resolutions which have relevance for the physical education programs in Alabama schools.

Minimum Course Content

"The state board of education, on the recommendations of the state superintendent of education, shall prescribe the minimum contents of courses of study for all public, elementary and high schools in the state, and shall fix the maximum number of courses which are compulsory in each grade of the elementary schools." (Alabama Education Law 16-35-4)

Studies Required

"In every elementary school in the state there shall be taught reading, spelling and writing, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, health education, physical education and such other studies as may be prescribed by the state board of education." (Alabama Education Law 16-35-5)

Physical Education Required

"Every public school and private school, except church schools as defined in section 16-28-1, shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the department of education." (Alabama Education Law 16-40-1)

> **What Is Expected?** Physical education will be offered and local physical education programs will incorporate all content outlined in the Alabama Course of Study: Physical Education, (Bulletin 1989, No. 25). Local curriculum plans in physical education may prescribe additional content for local programs but may not exclude any content from the state course of study.

Sex Discrimination

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." (Public Law 92-318, Title IX)

What Is Expected? Both sexes shall have equal access to the physical education facilities, equipment, and activities needed to implement the requirements in the Alabama course of study and the local curriculum plan.

Physical Education For The Handicapped

Physical education services, specially designed, if necessary, must be made available to every handicapped child receiving a free appropriate public education. Placing the child in the least restrictive environment is required. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education, as prescribed in the child's individualized education program. (Paraphrased from Public Law 94-142)

What Is Expected? Every handicapped student shall receive appropriate daily physical education in his/her least restrictive environment through one of the following options:

1. Students may be mainstreamed with regular physical education classes of like age and/or ability.

2. A teacher of adapted physical education is employed to provide instruction.

3. Special education teachers may provide instruction in physical education for their own students.

4. An outside agency is contacted to provide instruction and/or therapy for severely handicapped students.

Daily Physical Education

Recess or lunch time activities should not be substituted for the physical education program.... A minimum daily instructional period of at least thirty minutes in elementary physical education is required.

What Is Expected? Every elementary student shall have at least 30 minutes of instruction in physical education on a daily basis, and there will be no substitutions for this requirement.

Options For Middle School

"In those schools where grades 7 and 8 are housed with other elementary grades, the school may follow the time requirement listed for grades 4-6 or the time requirement listed for 7-12." (Recommendation in Elementary Components Manual, K-6, Bulletin 1986, No. 43)

What Is Expected? Grades 7 and 8 may have a minimum of 30 minutes of physical education daily, when these grades are housed with grades 4-6. It is recommended, however, that junior high school students receive a minimum of 50 minutes of physical education daily.

No Exceptions For Required Unit

Until funding is obtained for K-8 physical education teachers, there will be no exception to the one required unit in grades 9-12 for the Standard Diploma and the Advanced Diploma effective for students who begin the ninth grade in the 1985-86 school year. (State Board of Education #H-1, April 1985)

What Is Expected? There are no substitutions whatsoever for the one required unit of physical education until the K-8 physical education program is funded and elementary physical education teachers are employed at every school in a local education gency. At such time, exceptions may be requested as outlined in AAC Rule No. 290-030-010-.06(11.1)

Certified Physical Education Teachers Required

Daily physical education classes for all students in grades K-8 will be taught or supervised by teachers certified in physical education. (State Board of Education Resolution F-17, February 1984)

What Is Expected? All elementary physical education classes must be taught via one of the following options:

1. A certified physical education teacher is employed to teach physical education.

2. An aide may provide instruction in physical education while under the supervision of a certified physical education teacher.

3. Classroom teachers are certified to teach physical education to their own classes only.

Appropriate Dress

"...Students may be required to use appropriate gym clothes but may not be required to purchase a particular type or color gym uniform." (Memorandum to Superintendents--August 20, 1976)

> **What Is Expected?** Students must wear apparel determined by the teacher as appropriate for the unit to be taught. The teacher cannot dictate a specific one- or two-piece uniform or require a specific color for the uniform.

Physical Fitness Testing

All students who are taught by certified physical educators shall be given the fitness test promoted by the President's Council on Physical Fitness and Sports twice each academic year, once in the fall and once in the spring.

Fitness test scores are to be used for determining the fitness status of individual students and for prescribing activities to alleviate weaknesses.

Fitness test scores are not to be used to prevent a student's promotion or graduation.

Fitness test results will become a part of each student's permanent record.

An annual report will be made by each certified physical education teacher on the fitness status of all students taught. (Alabama State Board of Education, August 1987.)

> **What Is Expected?** This resolution is self-explanatory; simply adhere to statements above.

CHARACTERISTICS OF AN EFFECTIVE PHYSICAL EDUCATION PROGRAM

The minimum contents of physical education programs for all Alabama public schools has been outlined in preceding pages. Federal laws, state laws, and state board of education resolutions relating to physical education have been summarized also. In addition to these minimum requirements, there are other program components that are essential ingredients of effective physical education programs. Some local education agencies are already building exemplary physical education programs. Other local education agencies are encouraged to move in this direction. The following characteristics are found in exemplary physical education programs and offer direction for improving other programs.

1. Superintendents and principals view physical education as an important part of the curriculum and schedule it accordingly.

2. The local physical education curriculum exceeds the minimum content prescribed by the Alabama Course of Study: Physical Education and is comprised of numerous two-, three-, and four-week units offering a wide range of experiences for students.

3. Teachers are knowledgeable of and enthusiastic about lifetime fitness and serve as role models for their students.

4. Pupil-teacher ratios are the same for physical education classes as those required in other subjects by accreditation standards in Alabama and the Southern Association for Colleges and Schools. (K, 20 to 1; Grades 1-3, 30 to 1; Grades 4-6, 32 to 1; and Grades 9-12, 35-1).

5. Both indoor and outdoor teaching stations are available to ensure an uninterrupted, vigorous physical education program.

6. The indoor space is large enough to avoid inactive, over-crowded situations during bad weather and is constructed to minimize noise.

7. Physical education classes are scheduled according to both the needs of the students and the efficient use of the physical education teacher(s).

8. There is sufficient small and large equipment to involve an entire class simultaneously without students having to take turns or wait in line.

9. An adequate budget is allocated annually both to maintain basic equipment and to expand the supply when needed.

10. The curriculum emphasizes skill building and practice. Students build skills and practice them individually or in small groups.

11. Students of the same chronological age or grade level comprise the K-8 classes. High school classes have no more than two consecutive grade levels within the same class.

12. Reasonable pupil-teacher ratios that enable adequate supervision, continuous inspection of all equipment, and instruction in the safe use of equipment provide a safe environment for teaching and learning.

13. Special education students are mainstreamed into physical education classes, according to their individual education programs, and not according to administrative convenience.

14. Teaching methodology is varied (for example, station teaching, sports drills, peer teaching, and tournaments) to keep student interest at a high level and to provide various approaches to skills instruction.

15. A written plan for assessing students' attainment of course objectives and for assigning grades in physical education is implemented consistently throughout the school system.

16. Public relations are deemed important, and the physical education program is promoted on a year-round basis. Some of the options utilized to keep the school and community aware of the program are mall demonstrations, Parent-Teacher Association programs, half-time presentations at ball games, school assemblies, and field days.

17. Physical education teachers are involved in a relevant, ongoing inservice education/professional development program.

18. Students exhibit joy and excitement as they experience continuous success through active participation in physical education.

APPENDIX A

GLOSSARY OF TERMS

GLOSSARY OF TERMS

Definitions provide below are appropriate for the context in which the terms appear in this course of study. Although some terms may have other meanings if used in a different context, no attempt is made to list those meanings.

Adapted Physical Education	A program of developmental activities, games, sports, and rhythms appropriate for handicapped students who cannot participate safely in various activities of a general physical education program.
Aerobic	A type of activity or exercise that is performed at a pace which requires the heart to supply oxygen constantly to the working muscles at a rate much higher than resting heart rate but not so high that the muscles go into oxygen debt.
Agility	Ability of the body to change position quickly.
Apparatus	Any instrument or equipment used in the physical development of an individual.
Balance	Ability to maintain the equilibrium of the body in various positions.
Body Composition	Body mass, usually reported as a percentage of fat and lean body weight.
Cardiorespiratory Endurance	Ability of the body systems, particularly the heart, circulatory system, and lungs, to maintain efficient functioning during and after the stress of exercise.
Choreograph	To create or arrange movement usually for setting it to a beat or music.
Cognitive Development	To develop knowledge and understanding of movement concepts, rules, and strategies relating to physical activities.
Cool-Down Activity	A tapering-off activity after aerobic exercise to return the body functions to normal.
Coordination	Ability to use sensory receptors in moving parts of the body in the proper order or relationship.
Creative Movement	Movements by which students express their own feelings or ideas.
Duration	Length of time an exercise should be done to develop a component of fitness.

Endurance	Ability to maintain repetitive movement at a submaximal workload.
Eye-Foot Coordination	Ability to use the eyes and feet to function together to accomplish a task.
Eye-Hand Coordination	Ability to use the eyes and hands to function together to accomplish a task.
Fatigue	Condition which follows excessive physical activity or emotional stress and results in accumulation of waste materials and fluids in the muscles.
Fine-Motor Coordination	Ability to perform efficiently small movements such as those required for playing jacks, twirling a dowel, and juggling.
Fitness	Degree to which an individual can meet physical, mental, and emotional demands for everyday living.
Flexibility	Functional capacity of muscles that cross joints to allow those joints to move through a full range of motion.
Frequency	How often a person should exercise to improve a component of fitness.
Gross-Motor Coordination	Movement and coordination of the large muscles of the body, mostly through locomotor activities. Gross-motor coordination develops prior to fine-motor coordination.
Health-Related Fitness	Maintenance of body functions at levels that will ensure continual good health. The components of health-related fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
Intensity	How vigorous an individual must exercise to improve in fitness.
Interval Training	Alternation of strenuous activity and lighter activity. Developed for endurance training in running and swimming.
Intramural Sports	Competitive activities such as leagues or tournaments that provide opportunities for athletic competition within a class or school physical education program.
Lead-Up Games	Games that utilize basic skills and strategies related to specific sports activities.

Lifetime Activities	Activities that a person can participate in and enjoy regardless of the age of the individual.
Locomotor Skills	Basic movements performed while moving the body from one place to another.
Low-Organized Games	Games that require little or no equipment and have a few simple rules.
Manipulative Skills	Movement done to or with objects.
Motor-Related Fitness	Ability of the body to execute skills efficiently. Motor-skill learning is generally task-specific. The components of motor-related fitness are agility, balance, coordination, power, and speed.
Muscular Endurance	Ability of a muscle or group to persist in activity without undue fatigue.
Muscular Strength	Maximum amount of force that can be exerted by a muscle or a group of muscles.
Nonlocomotor Skills	Movements made while remaining in a stationary position.
Optimal Health	The ideal level of total well-being.
Outdoor Education	A method of teaching skills and knowledge about the outdoor environment and its various components.
Overload Principle	Increasing the frequency, intensity, or time of an activity to improve fitness.
Perceptual Motor Skills	Skills that indicate efficient execution of movement dependent upon the interrelationships of sensory processes (kinesthetic, visual, tactile, auditory) and motor activity. Perceptual motor skills depend upon the reception, interpretation, and response to either internal or external stimuli.
Physical Fitness	The degree to which the body can meet the physical demands for everyday living, as well as the ability to meet emergencies.
Power	Ability to perform strength exercises quickly and with force.
Psychomotor Development	Area of learning involving the attainment of movement skills and competencies needed for a lifetime of activity.

Rhythmical Activities	Movement experiences set to a beat or to music.
Safety Development	A sense of responsibility and control during physical activity that ensures freedom from unnecessary hazards.
Speed	Ability to perform a movement or cover a distance in a short time.
Station Teaching	An organizational format in which an entire class is divided into small groups and rotates systematically from one station to another.
Time	The amount of time an activity must be performed to achieve an increase in fitness.
Warm-Up Activity	Mild exercise performed in order to prepare an individual for more vigorous exercise.

APPENDIX B

TIME REQUIREMENTS FOR SUBJECT AREAS

TIME REQUIREMENTS FOR SUBJECT AREAS

In accordance with # 1.1.5 (Action Item # F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time requirements in the State Courses of Study, the following recommendations are made:

THE TOTAL INSTRUCTIONAL TIME OF EACH SCHOOL DAY IN ALL SCHOOLS AND AT ALL GRADE LEVELS SHALL EQUAL 6 HOURS OR 360 MINUTES EXCLUSIVE OF LUNCH PERIODS, RECESS, OR TIME USED FOR CHANGING CLASSES.

THE FOLLOWING MINIMUM TIME ALLOTMENTS SHALL BE FOLLOWED:

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts Spelling, Grammar, Listening, Handwriting Composition, Speaking	60 minutes daily	60 minutes daily
Reading	90 minutes daily	60 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Humane Treatment of Animals	20 minutes weekly	20 minutes weekly
Health	60 minutes weekly	60 minutes weekly
*Art	60 minutes weekly	60 minutes weekly
*Music	60 minutes weekly	60 minutes weekly
*Computer Literacy	60 minutes weekly	60 minutes weekly

*Note: The areas of Art and Music, as well as Computer Literacy, may be incorporated into other subject areas or taught separately on a rotating basis.

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one Carnegie Unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools which are not accredited as well.

In those schools where grades 7 and 8 are housed with other elementary grades, the school may follow the time requirements listed for grades 4-6 or the time requirements listed for grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with Rule # 290-050-010-.02-.11ER Alabama Kindergarten, the overall daily time schedule of the kindergarten shall be the same as the schedule of the elementary schools in the system of which they are a part. In setting up a child's schedule, consideration should be given to rest periods and variety in activities. The schedule should provide some time for the child to follow individual interests in a relaxed, unhurried atmosphere. The schedule should be flexible and not followed in such a manner as to cause tension or a feeling of pressure on the part of the child. In a well-planned kindergarten program, a child should enjoy and profit from a full-day's activity.

APPENDIX C

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITY

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

Through classroom activities, students should learn to understand and accept responsibility and to value the importance and dignity of work. Students need to become aware that their competency increases their ability to achieve desired goals and to function as responsible citizens. Early in school, students should learn that work and responsibility are important aspects of growing up. They should take pride in work well done.

It is important for students to see how their relationships with adults and classmates affect their performance and success in school. When students become responsible persons, they learn to accept and solve problems, as well as to trust in their own abilities. This acceptance of responsibility helps to make their relationships with others more meaningful and satisfying.

Guidelines for promoting appropriate student behaviors which lead to acceptance of responsibility should be developed by local boards of education. These guidelines should focus on giving students a sense of ownership or investment in their education. Lessons should include emphasis on student responsibility and evidence of student progress in accepting responsibility.

In relation to the understanding and acceptance of responsibility and to the value of the work ethic, students should learn to study effectively and to apply problem solving and critical-thinking skills. Student responsibility in the learning process must be clearly defined. The use of study skills and homework should be a part of every student's instructional plan.